

Enrollment Needs and Distribution: Policy Considerations

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NORED

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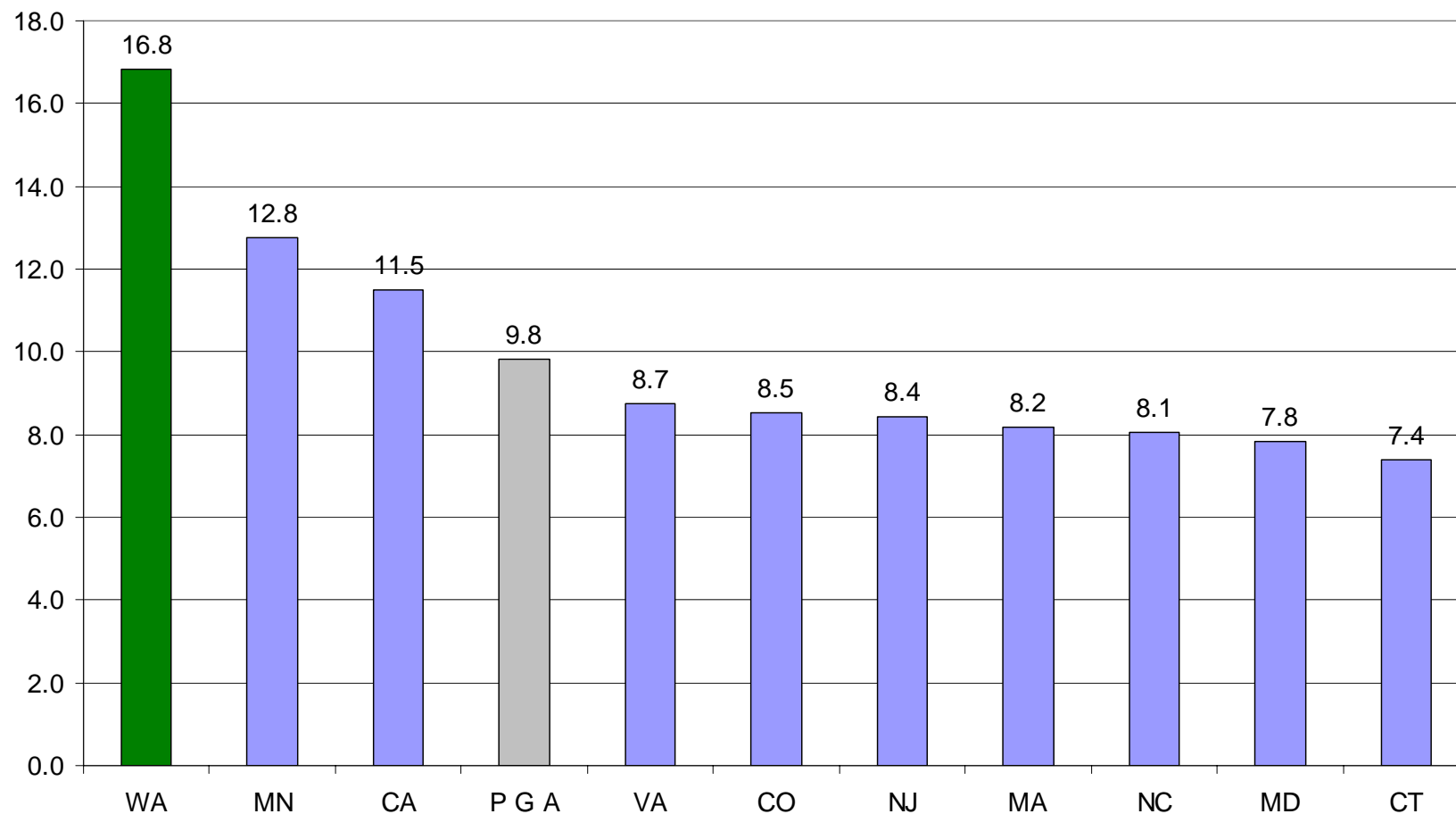
Demand vs. Need

- Demand is affected by pricing and aid, geographic placement of capacity, state of the economy, and behavior of the changing population of students (e.g., demographic change, K-12 educational preparation).
- Need in a competitive, knowledge-based, world driven by rapid technological and social change is arguably another matter.

Associate Degrees Awarded

Per 1,000 Population Age 20-34, 2002-03

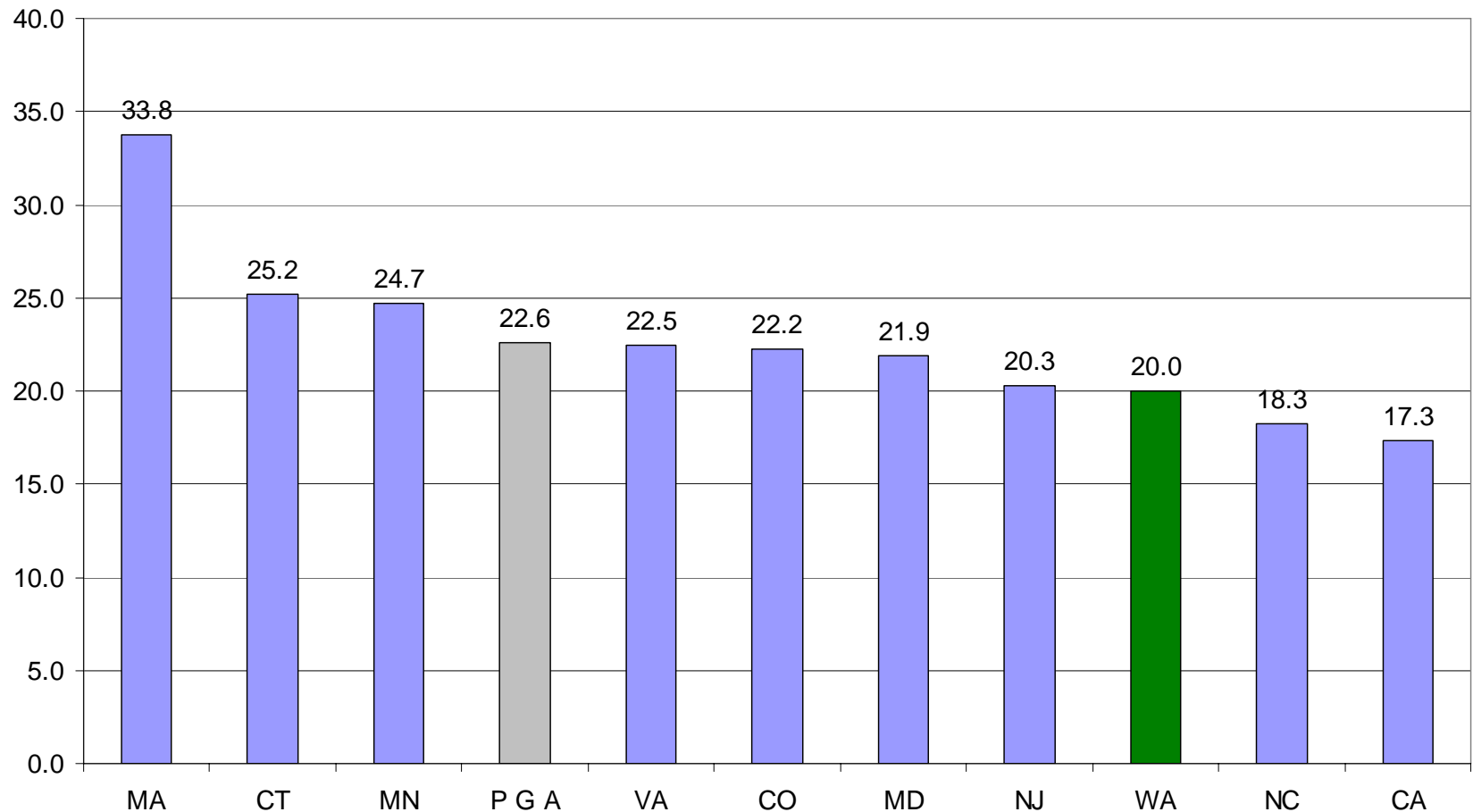
Sources: Digest of Education Statistics, Census Bureau



Bachelor Degrees Awarded

Per 1,000 Population Age 20-34, 2002-03

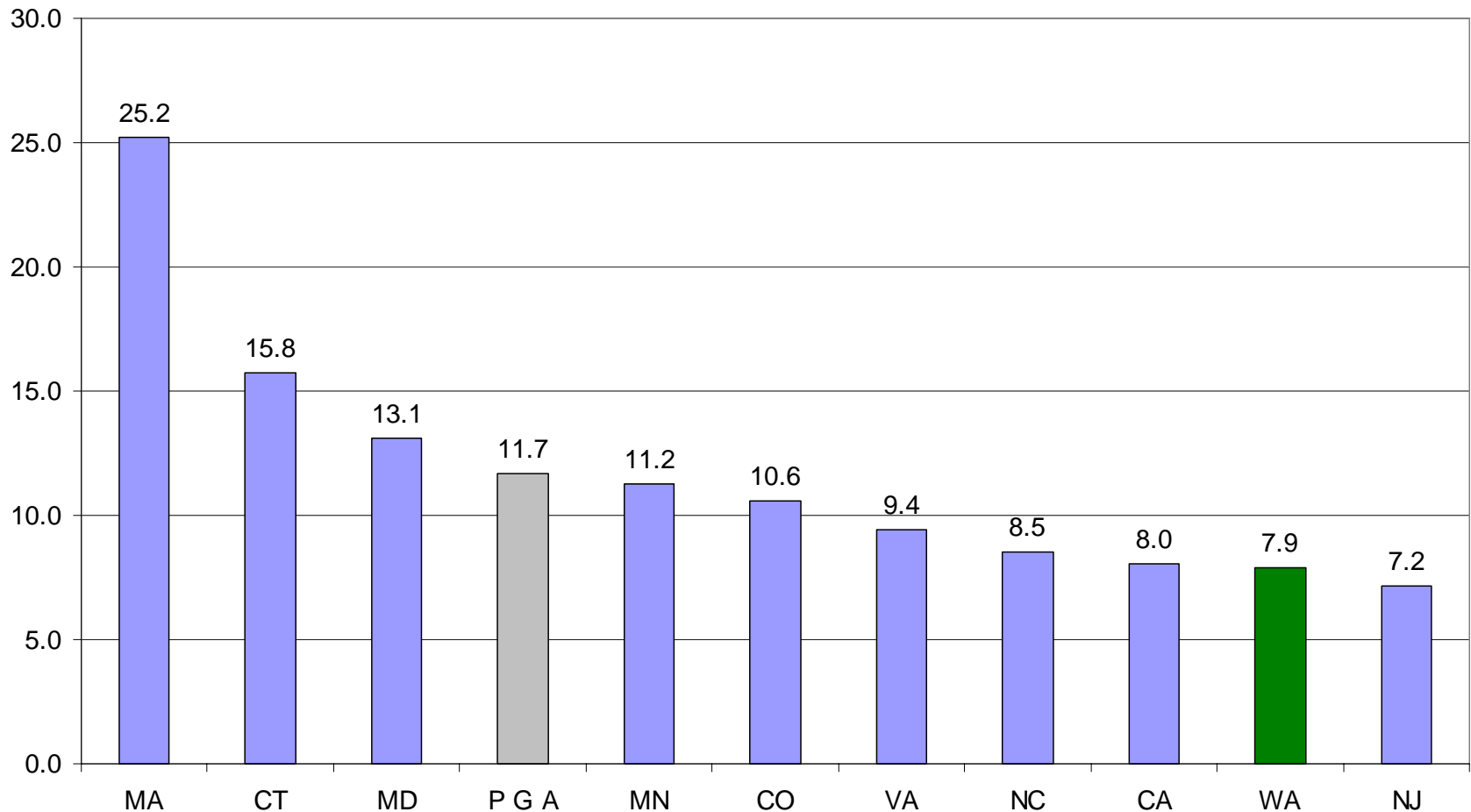
Sources: Digest of Education Statistics, Census Bureau



Graduate/Professional Degrees Awarded

Per 1,000 Population Age 20-34, 2002-03

Sources: Digest of Education Statistics, Census Bureau



Primary question: How can Washington improve its competitive position?

- Very likely, strategic new investments will be required
- Will surely require careful allocation and efficient and accountable use of funds
- Washington Learns provides an opportunity to build understanding and ownership of the needs and put mechanisms in place to plan and oversee investments

Constant Participation Rate Baseline Projection (OFM)

- Takes account only of population growth and age and gender mix
- We suggest exploring effects of ethnic changes since participation rates of growing groups are very different; low rates of some groups are a problem policy should address
- No policy assumptions or goals are built in except the status quo participation rate

Participation Rate Projections, Cont.

- Designed to help policymakers calculate budget implications of staying even
- Even this level is not always budgeted
- Also, enrollment behavior varies considerably with the economy/labor market: propensity to enroll increases in downturns, decreases when jobs are more plentiful
- Currently applications are “soft” but this does not obviate long term social need for postsecondary education

Conceptual Approaches to Enrollment Planning if Policymakers Decide to Do More

- Traditionally HECB and sometimes others have talked of improving participation rates to the national average (where WA is below), and then beyond, say, to 75th percentile (1988 policy)
- Also, at least maintain good performance where we have achieved it, at CTCs and lower division level generally
- Indeed, joint agency report says labor market calls for increases in participation at “mid-

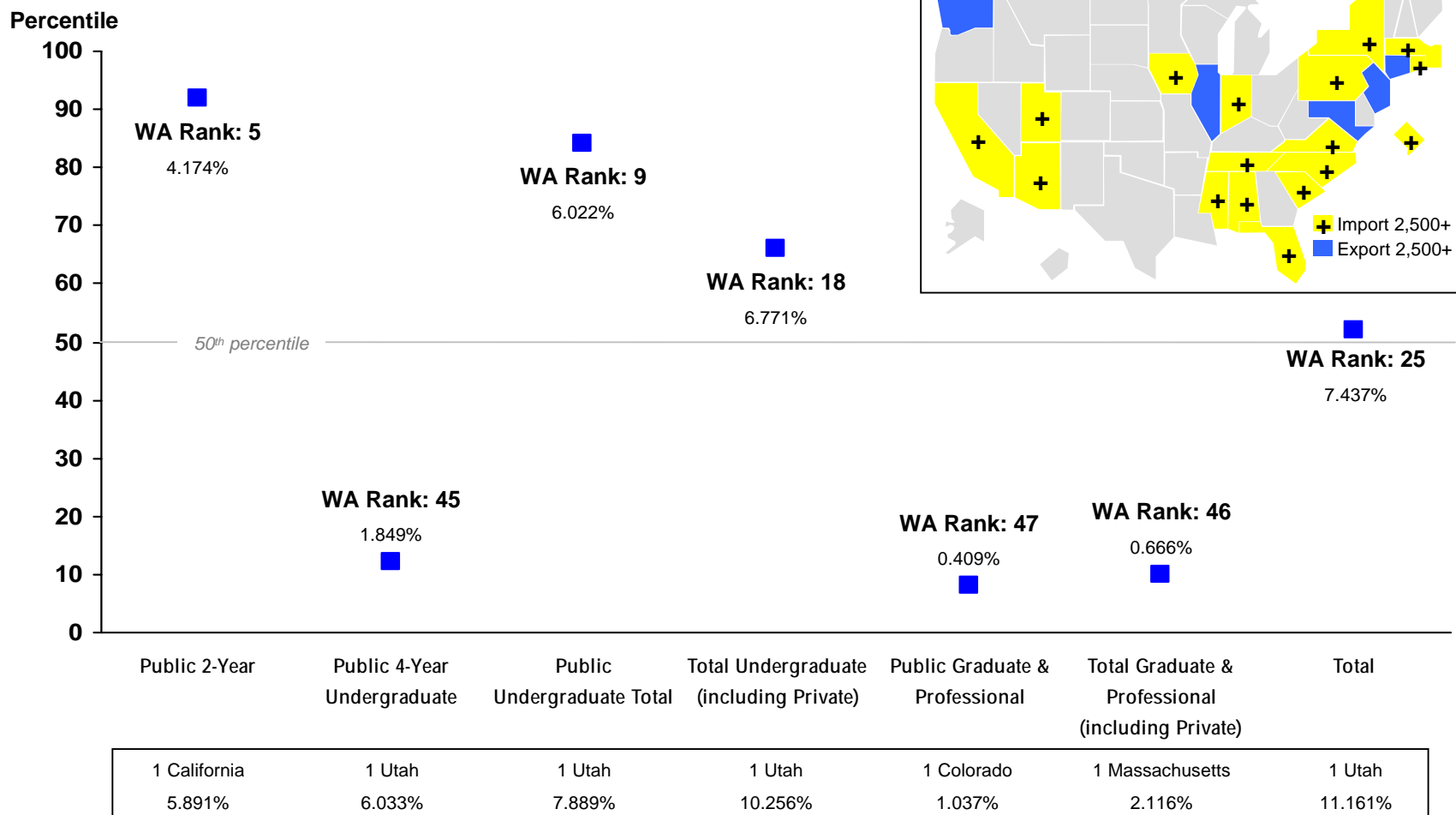
*Slide from OFM
Presentation*

Participation Rate: State Rankings

*Slide from OFM
Presentation*

Based on Fall 2002 Enrollment and Population 18 & over

Enrollments include students who are residents of other states plus foreign students.



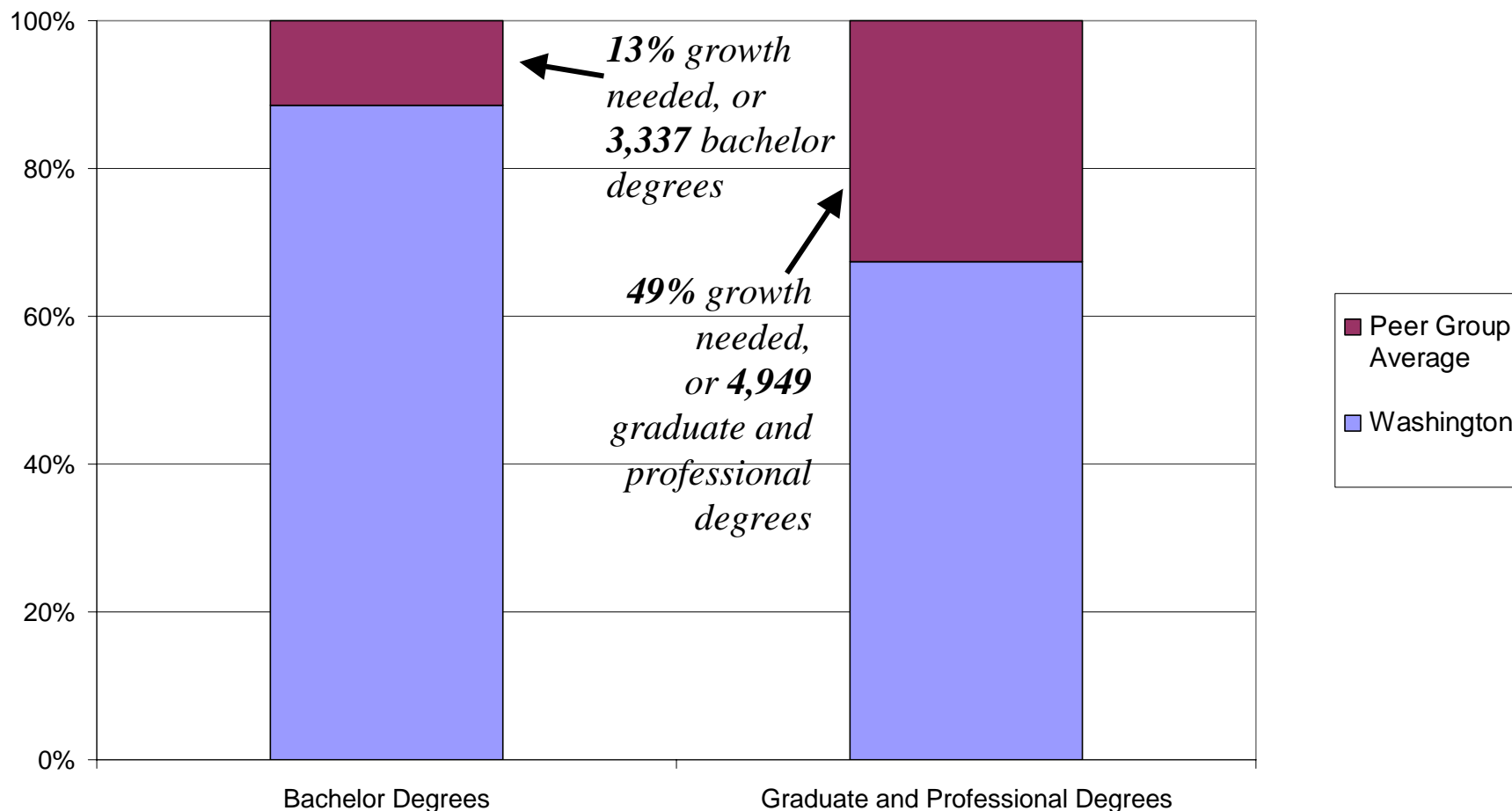
Source: NCES Digest of Education Statistics 2004, Table 198: Total fall enrollment in degree-granting institutions, by control, level of enrollment, type of institution, and state or jurisdiction: 2002. http://nces.ed.gov/programs/digest/d04/tables/dt04_198.asp; U.S. Census Bureau.

Our premise:
Global Challenge states are
a better benchmark

- To reach GC average would mean a 3,337 (13%) increase in annual BA awards and 4,949 (49%) in graduate/professional awards (2002-03)
- Increase would need to be phased in
- The target moves over time but this is characteristic of market competition

WA Growth Needed to Match Global Challenge State Average Degree Conferral Rate, 2002-03

Sources: Digest of Education Statistics, Census Bureau

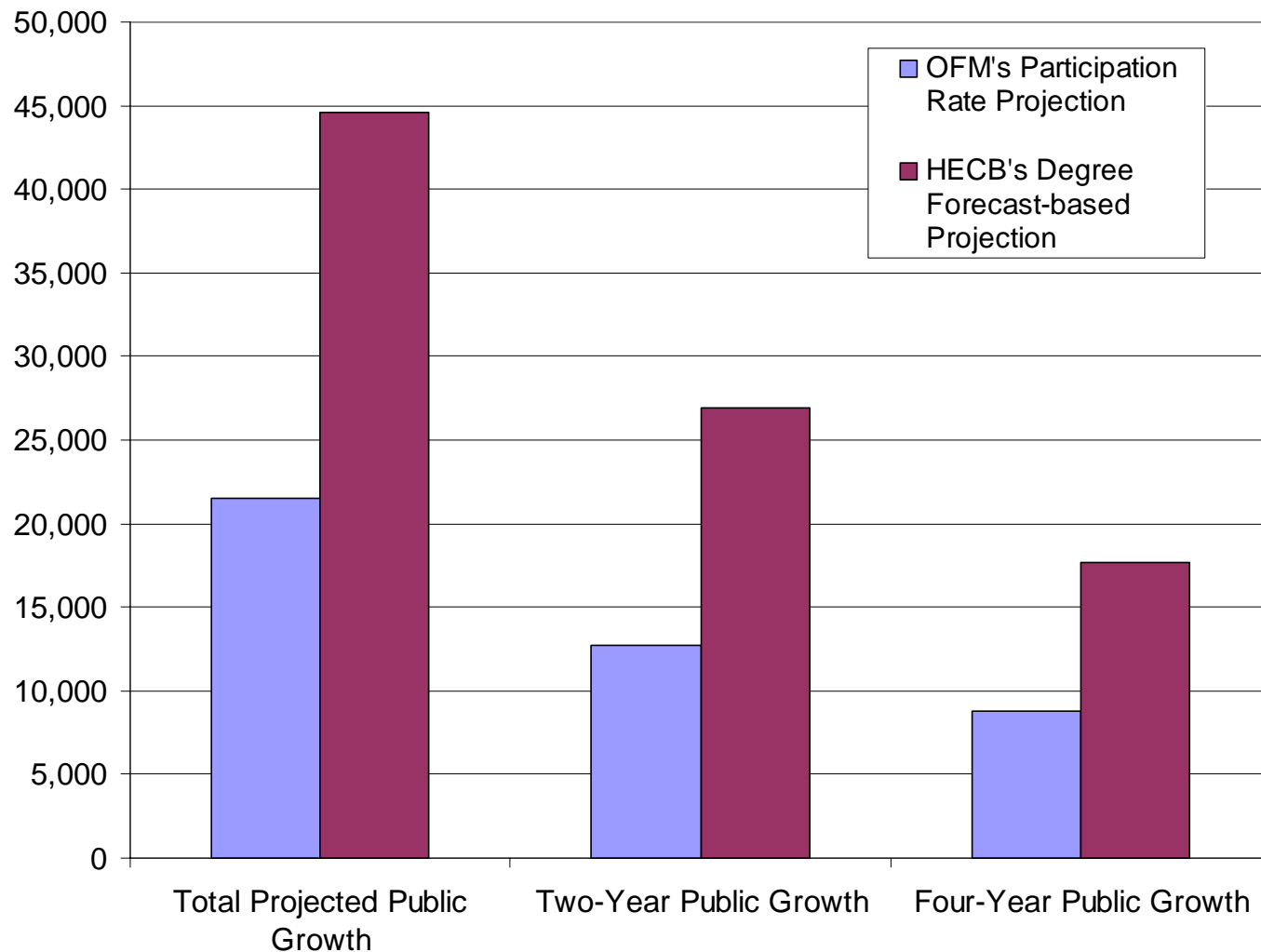


HECB Approach

- New twist reflected in *2004 Strategic Master Plan* and *2005-06 Regional Needs Report*
- Goals are focused on degree production and enrollments are derived (historical ratios)
- Degree goals seek to continue historical growth rates (since 1990)
- *Regional Needs* (p.3) shows this calls for 45,000 additional FTE systemwide compared to 21,000 from population applied to constant participation rate

OFM and HECB Enrollment Projections, 2004-2010

Sources: *State and Regional Needs Assessment*, WA HECB, February 2006 (Revised) and
OFM Public Higher Education Enrollment Projections, November 2004



HECB Approach, Cont.

- This approach does not have a “moving target”
- Implied “goal” is simply continuing past growth patterns in degrees awarded so seems achievable
- Focuses on degrees which links to labor market better than enrollments
- Assumes current relationship between degrees and enrollments: NCHEMS national comparisons suggest WA performs well on degree productivity within sectors compared with other states

Goals Are Ambitious Either Way!

- Global Challenge or HECB continuation of degree growth-based goals are both ambitious compared to maintaining current participation
- State's funding constraints are real so strategies must reflect this
- Ambitious enrollment goals in the past have not gotten (or retained) much traction so something needs to change for them to be taken seriously now

Distribution of Enrollments

Premise:

To achieve ambitious enrollment targets,
policies must be carefully designed and aligned
throughout the system

Campus Capacity

- Based on HECB figures published in 2006, additional capacity at the 6 main campuses totals about 19,000 FTE compared to 2003-04. (Some serious space upgrading needs though.)
- Not all may be able to attract students to capacity
- Branch campus plans call for 12,800 additional FTE but this implies \$500-600 million in capital investment
- CTCs are substantially over reasonable capacity so capital investments must be made to add much
- Private institutions in total may be growing faster than assumed. Assumptions include growth in Need Grants

Enrollment and Capacity

Source: State and Regional Needs Assessment Report, WA HECB, February 2006 (Revised)

Enrollment and Capacity

Institution	State Funded FTE (2003-2004)	Capacity (Planned Growth and/or Institutional Growth Limits)	Difference (Capacity minus 2003- 2004 FTE)
Central Washington University	7,809	9,819	2,010
Eastern Washington University	8,150	11,175	3,025
The Evergreen State College	3,871	5,000	1,129
University of Washington	32,458	38,410	5,952
Washington State University	17,479	23,000	5,521
Western Washington University	11,242	12,500	1,258
TOTAL, MAIN CAMPUSES	81,009	99,904	18,895
University of Washington, Bothell	1,235	6,000	4,765
University of Washington, Tacoma	1,494	5,901	4,407
Washington State University, Spokane	616	N/A	N/A
Washington State University, Tri-Cities	633	1,799	1,166
Washington State University, Vancouver	1,162	3,645	2,483
TOTAL, BRANCH CAMPUSES	5,140	17,345	12,821
Private Not for Profit (ICW) **	29,977*	33,299** - 38,977***	3,322 - 9,000
Private Not for Profit (Other) **	5,752*	8,432	2,680
Private For Profit **	6,597*	11,543	4,946
TOTAL PRIVATE SECTOR	42,326	53,274 - 58,952	10,948 - 16,626
TOTAL	128,475	170,523 - 176,201	42,664 - 48,342
Community and Technical Colleges	138,241*	84,122	N/A
Private Two-Year or Less	8,001	N/A	N/A

Footnotes:

* FTEs are 2003-2004 actual.

** Estimates based on Spring 2004 HECB Survey of Private Institutions in Washington State. FTE enrollment estimates for 2002-2003 academic year. Capacity based on projected FTE in 2009-2010.

*** Possible growth in ICW schools between 2004-2005 and 2012-2013 given increases in state financial aid to fund additional students. Based on ICW Capacity Survey 2004.

Branch Campuses

- UW and WSU branches are well received by their communities and represent considerable state investments
- They are located in or near regions with below average 4-year participation rates
- They accept many CC transfers and this will continue as they grow
- Legislature has recently opened them up to lower division enrollments; applications so far appear solid but time will tell how attractive they are.

Branch Campuses, Cont.

- Offering full four years on one campus may improve participation rates in affected regions
- Branch campuses require capital investment and have relatively high operating costs per student though the latter should decrease with scale
- Higher operating costs are funded in part by higher research university tuition rates

SIS Regional Needs

- This region has below average 4-year participation and strong community demand for upper division offerings
- A legislatively directed study of needs and options is underway by HECEB
- Ultimate result is likely to include the “University Center of North Puget Sound” now under development at Everett CC (space construction was legislatively authorized in 2006), as well as distance learning

SIS Regional Needs, Cont.

- UCNPS would coordinate upper division offerings at Everett by WWU, UWB, and perhaps others that would have their own per-FTE funding, a new departure that provides more incentive
- Assuming funding, UCNPC projects enrollments of 400-500 by 2010 and 700-1500 by 2020 (includes 250 from WWU already at Everett)
- Seems wise that SIS steps proceed slowly to test the market and model before large commitments are made

CTC - 4Year Collaborations

- Numerous initiatives to offer UD courses on CC campuses have emerged in recent years
- This approach facilitates transfer via co-location
- About 24 two-year campuses have UD programs, operated by the regional universities and WSU and there are a few other free-standing off-campus programs
- CWU is most active, serving 540 CC transfer students in 2003-04, similar to the numbers served by individual university branch campuses

CTC - 4Year Collaborations, Cont.

- Legislature authorized CTCs to proactively contract with universities to offer programs on their campuses. Three such contracts, with full FTE funding, have just been approved:
 - EWU BA in Social Work at Clark College;
 - CWU BAS in IT and Adm. Mngmt at Edmonds CC;
 - CWU Bachelor of Elementary Ed at Pierce College- Fort Steilacoom
- These approaches are low capital cost ways to serve students in underserved regions and specialized needs
 - programs won't continue if students do not enroll

Facilitating Transfer

- This is critical in a basically “2 + 2” state system
- 14,600 total transfers in 2004-05 including 3,000 to private institutions
- But this is still only 26-27% of CTC “academic enrollments” and this ratio is pretty steady
- Sufficient, accessible UD capacity is clearly necessary to motivate students to persist
- Positive steps:
 - Specialized transfer tracks (AS-T, AAS-T, MRPs) should reduce credits to degree
 - Web-based advising project should be funded

CTC Applied Baccalaureates

- CTCs grant some 7,000 technical associate degrees per year and number is growing
- Only about 10% of these students transfer but SBCTC studies estimate up to 30% would if more of their courses counted for transfer
- There is evidently employer demand
- A few 4-year institutions, mostly privates, have sought to articulate with these degrees but interest is limited

CTC Applied Baccalaureates, Cont.

- SBCTC is piloting 4 applied baccalaureates (BAS) solely on their campuses and more are in the works after evaluation of the pilots (nursing, radiation & imaging sciences, applied management, and hospitality management)
- Some other states are doing this too in a modest way where other options are not adequate
- Some concerns in the literature about CC capacity for this
- Potential for mission distortion?

Distance Learning

- DL is growing fast at CTCs including distance-only enrollments (around 25% of total), which mostly reach new student markets
- Overall, DL at CTCs is >6% of FTEs and has nearly doubled in 5 years
- There is some central support but financial incentives are weak and strictly locally generated
- Statistics suggest limited activity in 4-years, with WSU doing the most (6 DL degree programs)

Distance Learning, Cont.

- No one seems to have figured out the capital cost savings, though they should exist, or the operating cost comparisons
- There is potential here for cost-effective growth in FTEs but some state investments and incentives would help

ESL/ABE Programs

- Office of Adult Literacy reports about 70,000 people are served each year (2/3 ESL), about 1/10 of estimated need
- Funding and enrollments fairly flat, incentives for campuses limited
- Completion and transition rates poor before introduction of **I-BEST** which integrates basic skills with professional-technical instruction
- More expensive per course but completion and transition rates have jumped
- I-BEST deserves thorough evaluation and potentially support as ways to reach this population

Conclusion

- Washington is well behind competitor states in education its population and in danger of falling further behind. Ultimately this may threaten its prosperity and social comity.
- The state has quality institutions and plenty of creative ideas and people.
- There will need to be new investments but resource constraints dictate the need for a well integrated, cost-effective and broadly owned plan for meeting enrollment and other needs in higher education.